

U.S. Department of Education
2011 - Blue Ribbon Schools Program
A Public School

School Type (Public Schools):
(Check all that apply, if any)

<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Charter	Title 1	Magnet	Choice

Name of Principal: Mr. Brian Walthart

Official School Name: Washington Elementary School

School Mailing Address: 610 Maiden Lane
Muscatine, IA 52761-2956

County: 70 State School Code Number: 7045810463

Telephone: (563) 263-9135 E-mail: bewaltha@muscatine.k12.ia.us

Fax: (563) 263-9927 Web URL: www.muscatine.k12.ia.us/sites/was.htm

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent*: Mr. Bill Decker Superintendent e-mail: bdecker@muscatine.k12.ia.us

District Name: Muscatine Community School District District Phone: (563) 263-7223

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson: Ms. Robin Krueger

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

**Private Schools: If the information requested is not applicable, write N/A in the space.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

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The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2010-2011 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2005.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2006, 2007, 2008, 2009 or 2010.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

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All data are the most recent year available.

DISTRICT

1. Number of schools in the district: 8 Elementary schools
(per district designation) 2 Middle/Junior high schools
1 High schools
0 K-12 schools
11 Total schools in district
2. District per-pupil expenditure: 10495

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Small city or town in a rural area
4. Number of years the principal has been in her/his position at this school: 1
5. Number of students as of October 1, 2010 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	0	0	0		6	0	0	0
K	29	28	57		7	0	0	0
1	22	34	56		8	0	0	0
2	29	31	60		9	0	0	0
3	31	40	71		10	0	0	0
4	40	27	67		11	0	0	0
5	38	35	73		12	0	0	0
Total in Applying School:								384

6. Racial/ethnic composition of the school: 1 % American Indian or Alaska Native
1 % Asian
3 % Black or African American
32 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
62 % White
1 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2009-2010 school year: 9%

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred to the school after October 1, 2009 until the end of the school year.	22
(2)	Number of students who transferred from the school after October 1, 2009 until the end of the school year.	10
(3)	Total of all transferred students [sum of rows (1) and (2)].	32
(4)	Total number of students in the school as of October 1, 2009	354
(5)	Total transferred students in row (3) divided by total students in row (4).	0.09
(6)	Amount in row (5) multiplied by 100.	9

8. Percent limited English proficient students in the school: 13%

Total number of limited English proficient students in the school: 49

Number of languages represented, not including English: 2

Specify languages:

Spanish and Gio

9. Percent of students eligible for free/reduced-priced meals: 68%
 Total number of students who qualify: 261

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 16%
 Total number of students served: 63

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>0</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>33</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>7</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>23</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>18</u>	<u>0</u>
Special resource teachers/specialists	<u>14</u>	<u>6</u>
Paraprofessionals	<u>5</u>	<u>0</u>
Support staff	<u>3</u>	<u>6</u>
Total number	<u>41</u>	<u>12</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 21:1

13. Show the attendance patterns of teachers and students as a percentage. Only high schools need to supply graduation rates. Briefly explain in the Notes section any student or teacher attendance rates under 95% and teacher turnover rates over 12% and fluctuations in graduation rates.

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Daily student attendance	96%	96%	95%	95%	96%
Daily teacher attendance	93%	95%	95%	94%	93%
Teacher turnover rate	19%	8%	13%	8%	12%
High school graduation rate	%	%	%	%	%

If these data are not available, explain and provide reasonable estimates.

The daily student attendance data is for K-8 in the district, because building data was not available for all years.

For daily teacher attendance, this data is specific to Washington Elementary. These years were prior to my tenure but my understanding is that this building had some long-term illnesses and deaths, which of course significantly impacted both teacher attendance and turnover percentages.

14. For schools ending in grade 12 (high schools): Show what the students who graduated in Spring 2010 are doing as of Fall 2010.

Graduating class size: _____

Enrolled in a 4-year college or university	_____ %
Enrolled in a community college	_____ %
Enrolled in vocational training	_____ %
Found employment	_____ %
Military service	_____ %
Other	_____ %
Total	_____ 0%

PART III - SUMMARY

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The Muscatine Community School District is located in Southeast Iowa along the Mississippi River approximately 40 miles from Davenport, Iowa. The total student population in the Muscatine Community School District is approximately 5,200 (K-12). Washington Elementary School is one of the eight elementary schools in the Muscatine Community School District educating students in kindergarten through fifth grades (K-5). The current enrollment at Washington Elementary is 384 students. Washington's percentage of low-socio-economic students based on students qualifying for and receiving free and reduced lunches is 68% and our minority rate is 38%, which includes 32% Hispanic, 1% American Indian, 3% Black or African American, 1% Asian and 1% two or more races.

The Mission of Washington Elementary School is to create an environment that meets the educational and social needs of every child.

Washington Elementary is always moving forward to use best practices that can improve our school achievement and has initiated many such programs in our district and neighboring districts.

Washington Elementary is a community where we focus on individual student needs. This begins with our school staff.

One "unwritten goal" that we have here at Washington is that students are connected and working towards skills that will carry them through their lives. All eight elementary schools are implementing *The Leader in Me* framework which takes Dr. Steven Covey's Seven Habits of Highly Effective People, and immerses the staff and students in that framework.

Instead of saying our scores are good enough and that are subgroups are doing okay, we look at what it would take to have all students proficient and to continue closing the achievement gap for all students. This is something that the Washington staff has strived for, and worked for, for the last few years, and will continue to strive for continuous improvement.

2010-2011 Washington Elementary School Goals

- Increase the percentage of students who are at or above Benchmark on each DIBELS (Dynamic Indicators of Basic Early Literacy Skills).
- 80% of students in grades 2-5 will make one year's growth on DIBELS Oral Reading Fluency or will be at the 85th percentile or higher.
- Decrease the number of students in the Intensive and Strategic group on DIBELS.
- Increase the percentage of students (grade-level cohort groups) who score proficiently on ITBS Reading Comprehension.
- Increase personal responsibility and leadership capacity of both students and staff.

Washington Elementary School has a high academic standards based curriculum that has been developed by district committees and is understood by teachers, students, parents and the community. The curriculum is clearly defined at the district level for each grade level. Teachers work in building and district grade level teams to ensure that we are using best practices for the delivery of instruction. Teachers share strategies that will help differentiate instruction to work with the majority of students as well as offer supplemental and intensive programs for struggling learners and advanced

students. Supplemental programs include our Homework Help program, Title I resources for interventions in specific reading areas, and innovative scheduling to maximize learning with the smallest student/staff ratio possible. Advanced students are provided extension coursework through the Extended Learning Program (ELP) as well as within the classroom. The staff works together to analyze student achievement results and assessments. They use this feedback to determine changes in instruction and how to more efficiently use our limited resources. For specific child needs, a Teacher Assistance Team (TAT) meets to discuss interventions and strategies for struggling students. This team consists of 3-5 teachers and/or staff members. We work to integrate this with the Instructional Decision-Making (IDM) model as well.

Washington Elementary School has established a Character Counts program where students are taught the Six Pillars of Character. Students and staff are also being immersed in *The Leader in Me* framework for the first time this year and we are working to mesh these two together in a seamless and efficient manner.

Washington Elementary School also has a volunteer program. Parents are encouraged to visit and spend time volunteering in the school. Parents are often seen in the classrooms working with children on literacy skills, math, and other areas. Volunteers are also utilized through the Big Brothers Big Sisters Program, Junior Achievement, Business Partnerships, and middle school and high school student tutors and mentors.

Washington's greatest asset is the staff. Our exceptional staff recognizes that culture and climate are critical for a system to succeed. All Washington staff members contribute to our culture and climate of being student focused. Each teacher goes above and beyond in ensuring that all students at Washington are given the skills to become successful adults. All staff work hard to provide effective instruction, and to develop connections with our students. Our staff puts in additional time before and after school to accomplish this.

1. Assessment Results:

The achievement of our students in reading and math and in the elementary grades is measured by various assessment methods. Our major summative assessment, The Iowa Tests of Basic Skills (ITBS), for the last few years has been given in grades 1-5.

TRENDS - We analyze our data in multiple ways.

(1) Reading Cohort Data: Our 5th grade increased from 79% proficient as first graders to 82% proficient in 2010. We have also seen gains in our third and fourth grade cohorts.

(2) Math Cohort Data: Our 5th grade increased from 73% proficient as first graders to 85% proficient in 2010. We have also seen gains in third and fourth grade cohorts.

(3) Reading and Math five year trends: We have seen an upward trend for our fifth grade scores in both Reading (76% proficient in 2006 and 82% proficient in 2010) and Math (80% proficient in 2006 and 85% proficient in 2010). We have also seen significant growth in third and fourth grades in the last five years. Reading at 78% proficient in 2006 and 100% proficient in 2010 at third grade. Reading at 83% proficient in 2006 and 94% proficient in 2010 at fourth grade. Math at 84% proficient in 2006 and 98% proficient in 2010 at third grade. And Math at 86% proficient in 2006 and 92% proficient in 2010 at fourth grade.

(4) Subgroups: Although we analyze data at each grade level we also look at combining grades 3-5 into a larger group that will be impacted less by statistical anomalies. We have seen an increase in these combined scores in reading and math in our subgroups of Social Economic Disadvantaged, African American, Hispanic or Latino students, special education students and limited English proficient students. We also look at other ethnic subgroups in which we have less than 10 students.

(5) Summative Assessment (Once a year): The Iowa Tests of Basic Skills (ITBS) is a standardized-nationally and state norm referenced test used to assess students' proficiency levels in reading, math, science and social studies. These results are reported as the percent proficient in each performance level. The following information describes the three levels of performance in reading and math:

Iowa Tests of Basic Skills Performance Levels and Descriptors:

- *Not Proficient* - Low Performance Levels (1-40 National Percentile Rank)
- *Proficient* – Intermediate performance levels (41 – 89 National Percentile Rank)
- *Advanced* – High performance levels (90 - 99 National Percentile Rank)

A student must meet the state's full academic year of attendance to be included in the reported results. The testing results are disaggregated for the different subgroups but only subgroups with more than ten students are reported out. All students participate in the testing and no groups are excluded.

Screening and Testing: We use multiple assessments to identify students who need additional help or need enrichment. These assessments include the following:

(1) Dynamic Indicators of Basic Early Literacy Skills (DIBELS): We administer the DIBELS reading test to students at the beginning, middle and end of each year in grades K-5.

(2) Standardized Testing and Reporting (STAR): We administer the STAR Math test at the beginning, middle and end of each year in grades 3-5, and the STAR Reading in grades 2-5.

(3) Progress Monitoring: We use Dynamic Indicators of Basic Early Literacy Skills (DIBELS) and other tests to progress monitor students who are not at benchmark. These progress monitoring tests are done weekly or bi-monthly.

(4) Other Testing: We use Accelerated Reader (AR) where we set reading point goals with students on reading books and measure the student comprehension of these books read with an online test.

(5) Our students also spend time daily in our computer lab on “Success Maker” which also gives our teachers and students assessment data.

2. Using Assessment Results:

Washington uses Instructional Decision Making (IDM) where assessment is used to determine what our core instruction should look like and what supplemental and intensive interventions are needed. Washington staff collaborates bi-monthly to monitor student progress and analyze assessment results as part of this IDM model. Assessment results are reviewed by grade level teams that may consist of staff members from the classroom, Title One, special education staff, English Language Learner staff, the principal, and the school psychologist. This team reviews assessment data, discusses learning needs, and develops strategies for any students needing supplemental or intensive instructional interventions.

Washington uses nationally normed tests including Iowa Test of Basic Skills (ITBS), Dynamic Indicators of Basic Early Literacy (DIBELS), Standardized Testing and Reporting (STAR) Reading in grades 2-5, STAR Math for grades 3 through 5, and Cognitive Ability Test (CoGat) for grades 3 and 5. Other district assessments include the Success Maker Program, Accelerated Reading, Essential Teachings, and Math common assessments. This data provides a foundation for making informed decisions regarding the needs of our students and helps staff and students set learning goals.

An ITBS item analysis is completed each spring to monitor trends and determine instruction changes for the following school year. Other test results such as DIBELS and STAR tests are monitored three times a year. DIBELS progress monitoring occurs more frequently for students below the Benchmark level. These results are used to monitor student progress and to form small instructional groups for reading and math.

3. Communicating Assessment Results:

Part of our definition of academic success includes ensuring that students, parents, and the community are actively informed about the results of assessments. It is our goal that everyone best understands the meaning and the use of the data. The school communicates performance to students, parents, and the community in many ways. Report cards are distributed to parents four times a year and are based on the district’s standards and benchmarks in each content area. Report cards are available in Spanish for bilingual families. Twice a year, Washington sets aside two nights for parent teacher conferences which are held to discuss report cards and assessment results. To accommodate parents, teachers hold conferences before school or during the school day. Interpreters are provided at conference time for these conferences. The conference attendance rate at Washington School usually exceeds 98%. During these conferences the students’ grades and achievements are discussed. This includes the Iowa Test of Basic Skills (ITBS). Parents are given ITBS result sheets that explain their child’s percentile rank in each test area. The assessment and progress monitoring of the DIBELS are communicated with parents as well. At every grade level, the teacher has test talks with their students. These test talks include a one on one meeting to discuss the previous year’s scores and to encourage the students to set a goal for the test taken in February in past years, and in April this year. The school results are published in the District Annual Progress Report that is shared with the community by means of the Annual District Breakfast and sent to all patrons including the Area Education Agency and the Department of Education. The principal does an

annual report to the district school board and has a monthly newsletter that is sent home with students and available on the district and building web site.

4. Sharing Lessons Learned:

Washington Elementary School has many examples of being innovative. Washington is one of the eight elementary schools in the Muscatine Community School District to be implementing *The Leader in Me* framework during the 2010-2011 school year. We will be part of the G² and TransformED Summit in May, where the entire school district will welcome visitors from all over the state and region to see some of our innovation in action. We have shared our successes through school board presentations that are televised in the local community. Our monthly school newsletters are sent to families and posted on our web page. Washington teacher leaders help facilitate district professional development attending monthly grade level meetings where they are able to share curriculum ideas, and teach research-based strategies that are being utilized. We have partnered with our local newspaper, The Muscatine Journal, to feature programs and activities that are unique to our building. Washington staff members will continue to look for ways to share our successes with others.

1. Curriculum:

Washington Elementary School provides a balanced curriculum for all students. Expectations for student achievement are high with curriculum development and implementation supported by research-based content standards. The inquiry-based curriculum strives to make meaningful learning which leads to a deeper understanding of real world experiences.

Balance and explicit instruction drive the reading and language arts curriculum. Building on a foundation based on phonemic awareness, children are guided through phonics instruction. The curriculum uses the Five Block Approach, which guides the students through guided and shared reading, vocabulary instruction, silent reading and writing. In addition, fluency and comprehension skills are integrated.

In mathematics, Washington Elementary students are encouraged to make the connection to real world applications. Our curriculum combines the traditional basal instruction with inquiry-based investigation approach that focuses on problem solving skills. The math curriculum incorporates at all grade levels the understanding and application of problem solving, numbers and operations, measurement, geometry, data analysis and probability, algebra and functions, and communication and reasoning.

Science education utilizes the inquiry-based hands-on approach. The use of Full Option Science System (FOSS) Kits require students to engage in cooperative learning groups to observe, question, process, apply and communicate scientific thinking. Students organize, plan and reflect the scientific process in various note-booking activities. Washington Elementary believes that all students should be life-long learners who value science and are confident in their abilities to think and communicate scientifically.

The social studies curriculum is designed to meet all students' needs. Students follow the natural progression from self, to family, to world communities. The curriculum helps equip students with specific skills that help them become involved, informed citizens. The focus is to aid students to see the relevance of the past to better understand the present. The goal is to develop students who are responsible participating citizens within the framework of character education and democratic principles and ideals. We also use social studies to support non-fiction reading.

Washington Elementary School provides students with rich and varied opportunities to participate in the fine arts. All students, grades K-5, are enrolled in music and art classes. The fine arts curriculum is based on national standards that embrace awareness and perception, production, creativity, and appreciation.

Physical education is also an important component of the district curriculum. The goal is to develop physically educated students who demonstrate the skills to perform a variety of activities, are physically fit, and value a healthy lifestyle.

Technology curriculum is infused throughout all curricular areas. The goal is to make the use of technology a natural tool to enhance each students learning. The students progress from exposure, to applying the skills, to becoming independent users of technology.

2. Reading/English:

The Muscatine Community School District implements a balanced approach to reading. The foundation of the reading curriculum is the comprehensive research-based basal series. The district's curriculum is also built around the Four-Block Model based on research by Patricia Cunningham. The district adding the basal series to the Four-Block Model creates our district's five-block reading curriculum that meets the needs of our heterogeneous population. The five blocks are:

Basal Reading Program - The comprehensive basal program has been in place for several years, is researched-based, and meets national standards in reading and language arts.

Shared/Guided Reading - This block provides instructional opportunities for the “Five Big Ideas” in literacy. These include phonemic awareness, alphabetic principle, fluency, vocabulary, and comprehension. Students work in small groups using a large variety of reading materials derived from the basal or supplemental resources.

Self-Selected Reading- The Muscatine School district has invested in a wide variety of reading materials and programs encouraging students to develop a love for reading and improve their knowledge base. We use Reading Renaissance, Read Naturally, classroom libraries, and the school library as tools to increase reading achievement.

Writing - Another way children learn to read is by writing. Throughout the day, students write in many different ways such as: journaling, predictions, response to reading, Daily Oral Language, creative writing, and research reports.

Working with Words - Teachers and staff work collaboratively to teach students the skills and strategies for decoding and spelling words. We use a wide variety of methods and programs to help students learn high frequency words, decodable words, and word patterns.

3. Mathematics:

Washington’s mathematics instruction is based upon student data, which is analyzed and drives our Instructional Decision Making (IDM). The Washington staff orchestrates this through professional development, alignment of curriculum, and differentiated instruction. The success of Washington Elementary could not have been achieved without the Muscatine School District’s partnership with the Area Education Association. This partnership has helped in the adoption of our math curriculum which includes the joint usage of Scott Foresman and Investigations Units. Implementation of this change was successful through the use of the Train the Trainer model. The method has helped transition teachers’ instructional style to a more problem based instructional style and created a more uniform curriculum across the district. Every Student Counts (ESC), which aligns with this type of philosophy, was used to increase the use and knowledge of Problem Based Instructional Tasks (PBIT).

We have also worked on alignment of curriculum across the district. We have facilitated this through the use of a district wide pacing calendar and the use of common assessments. This has been beneficial due to the high student mobility in the district. The data from these common assessments is used to facilitate discussion and instructional decisions at grade level meetings. Essential questions were designed by teachers to promote a district wide focus of the overall mathematical concepts.

Teachers are better equipped to meet the individual needs of each of our students through the use of Differentiated Instruction (DI). Teachers have creatively found ways to meet the individual needs of their students through such things as; compacting, pre and post assessment, accommodations, and other strategies to help increase student achievement. Teachers continue to be committed to our school mission and the needs of each individual student in the area of mathematics.

4. Additional Curriculum Area:

The social studies curriculum is designed to meet all students’ needs. The Muscatine Community School District’s philosophy and practice the last number of years was that students follow the natural progression from self, to family, to world communities. The curriculum helps equip students with specific skills that help them become involved, informed citizens. The focus is to aid students to see the relevance of the past to better understand the present. The goal is to develop students who are responsible participating citizens within the framework of character education and democratic principles and ideals. We also use social studies to support non-fiction reading.

Teachers and administrators from throughout the Muscatine Community School District began work in the summer of 2009 to write new units/curriculum for Social Studies. This work is on track to be implemented in the fall of 2011. The philosophy of the Muscatine Community School District's Social Studies curriculum is that we believe that social studies will provide interactive learning opportunities consistent with the State of Iowa's educational framework. The Iowa Core, which will result in informed, rational, humane and contributing members of a diverse community, democratic society, and global culture.

Students will be learning about the social studies strands of behavioral science, economics, geography, history, political science, and citizenship.

Facilitated instruction will develop knowledge and literacy through reading, writing, and the analysis, synthesis, and evaluation of ideas. Many resources will be incorporated, including technology. Learning will be measured using projects, activities, and tests.

5. Instructional Methods:

Differentiated instruction (DI) is becoming more prevalent at Washington Elementary, as teachers continue to strive to meet the diverse needs of students. DI begins with multiple forms of assessment to determine instructional needs. The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) program identifies students with reading fluency needs, allowing for remediation through programs such as Read Naturally, a technology based fluency program. Intensive interventions have been increased throughout the building as a result of DIBELS, from phonemic awareness to reading fluency and comprehension. The Standardized Testing and Reporting (STAR) for reading, given three times a year, is used to provide a quick snapshot of a student's overall reading ability, giving students a reading level range on which to focus their independent reading. The Accelerated Reader (AR) program assesses a student's independent reading comprehension and allows for flexibility in individualized goal setting. Essential components of the reading curriculum (such as main idea, etc.) are taught with a "pre-assess, instruct/remediate, assess" model allowing teachers to focus on students struggling with certain reading concepts.

Classroom teachers collaborate with English Language Learner (ELL), special education, gifted and talented and Title 1 teachers to develop classroom strategies for differentiation. Flexible intervention groups in the areas of math and reading have allowed for more direct instruction for students at need, and enrichment for students who have already mastered concepts. Team teaching is also used to differentiate instruction in the general education classrooms. Students are given choices in how they want to demonstrate their knowledge. Small group instruction often focuses on pre-teaching so that students can gain background knowledge of concepts and vocabulary before instruction occurs in the general education classroom.

This by no means is a complete list of differentiation methods at Washington. Professional development has, and continues to focus on meeting the diverse needs of students in an ever-changing world.

6. Professional Development:

The professional development program at Washington Elementary School has a positive impact on student achievement. Weekly early dismissals provide staff two hours a week to meet for professional development, planning and improving instruction, and collaboration time.

Our current and recent professional development plan includes the following:

Current Professional Development

— Training on the Iowa model of Response to Intervention (RTI) called Instructional Decision Making (IDM). This includes analyzing student data and changing instruction and adjusting resources based on this data.

â—□ Training and implementation on The Leader in Me program. Training has moved from the staff learning about, and internalizing the Seven Habits of Effective People, to teaching and integrating the habits in kid-friendly language to all elementary students.

â—□ Additionally this time is used for collaboration at grade level, with Title I teachers, the Extended Learning Program teacher, the English Language Learner (ELL) teacher, the special education teachers, to best meet student needs in instruction. Teachers have also received training on science and math curricula, and anti-bullying strategies and policies.

Recent Professional Development

â—□ Training on administering Dynamic Indicators of Basic Early Literacy Skills (DIBELS) a measurement tool for literacy, and analyzing the resulting data. Another component of DIBELS training includes progress monitoring students who are not at benchmark. Using progress monitoring we are working to close the achievement gap and to ensure that all students have the necessary skills.

The staff at Washington School also takes advantage of many professional development opportunities through our Area Education Agency and neighboring universities.

7. School Leadership:

District Leadership - The Muscatine Community School Board is made up of seven board members that meet monthly, and usually more often. The Board sets goals, reviews policy, programs, student achievement, and provides leadership for the district. The district administrative offices include the superintendent and directors. These directors include Director of Elementary Instruction and Innovation, Director of Secondary Instruction and Innovation, Human Resources, Special Programs, Finance, Facilities and Technology.

District Building Principals - The district principals meet once a month and the eight elementary principals meet at least twice a month to collaborate on best practices and align our professional development in the district.

Washington Principal - We have been the last few years, and continue to be data driven and a school that focuses on constant improvement. The foundation of success at any school is a positive climate and culture and if that is not in place it must become the focus of the principal. At Washington, due to the work and professionalism of the staff, this is already in place. As with most principals the challenge is to balance between management and instructional leadership. The principal must articulate the vision and goals for the building and always keep the vision and goals in front of the staff and parents. The principal also insures accountability for implementation of professional development and new initiatives.

Washington Elementary Leadership Team – Washington has eight teachers on the building leadership team who work with the principal to implement new initiatives, set goals, and develop schedules and other issues. We have one teacher from each grade level as well as a Special Education and Title One representative.

Washington Teacher Leadership - All teachers at Washington are expected to be teacher leaders. Many are represented on our Leadership Team, curriculum teams and other various building and district teams.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: Iowa Tests of Basic Skills

Edition/Publication Year: 2000 Publisher: Riverside Publishing

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Feb	Feb	Feb	Feb	Feb
SCHOOL SCORES					
Intermediate plus High	98	82	93	79	90
High	29	24	39	31	29
Number of students tested	45	51	54	48	38
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	1	1	0
Percent of students alternatively assessed	0	0	2	2	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Intermediate plus High	96	77	89	70	84
High	19	26	33	26	20
Number of students tested	27	31	27	27	25
2. African American Students					
Intermediate plus High					
High					
Number of students tested					
3. Hispanic or Latino Students					
Intermediate plus High	93	77	81	58	92
High	14	8	31	25	8
Number of students tested	14	13	16	12	12
4. Special Education Students					
Intermediate plus High		58		30	
High		8		0	
Number of students tested		12		10	
5. English Language Learner Students					
Intermediate plus High					
High					
Number of students tested					
6.					
Intermediate plus High					
High					
Number of students tested					
NOTES: Sections left blank represent subgroups with fewer than ten students tested. Assessment data is for Full Academic Year (FAY) students. State Performance Level: Proficient is all students in the National Percentile Rank (NPR) of 41st or higher. Advanced (or High) is all students in the National Percentile Rank (NPR) of 90th or higher.					

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3 Test: Iowa Tests of Basic Skills

Edition/Publication Year: 2000 Publisher: Riverside Publishing

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Feb	Feb	Feb	Feb	Feb
SCHOOL SCORES					
Intermediate plus High	100	84	69	81	87
High	45	20	26	23	19
Number of students tested	45	51	54	48	38
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	1	1	0
Percent of students alternatively assessed	0	0	2	2	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Intermediate plus High	100	78	48	78	80
High	41	29	11	11	4
Number of students tested	27	31	27	27	25
2. African American Students					
Intermediate plus High					
High					
Number of students tested					
3. Hispanic or Latino Students					
Intermediate plus High	100	77	44	75	75
High	7	23	0	8	0
Number of students tested	14	13	16	12	12
4. Special Education Students					
Intermediate plus High		58		10	
High		17		0	
Number of students tested		12		10	
5. English Language Learner Students					
Intermediate plus High					
High					
Number of students tested					
6.					
Intermediate plus High					
High					
Number of students tested					
NOTES: Sections left blank represent subgroups with fewer than ten students tested. Assessment data is for Full Academic Year (FAY) students. State Performance Level: Proficient is all students in the National Percentile Rank (NPR) of 41st or higher. Advanced (or High) is all students in the National Percentile Rank (NPR) of 90th or higher.					

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4 Test: Iowa Tests of Basic Skills

Edition/Publication Year: 2000 Publisher: Riverside Publishing

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Feb	Feb	Feb	Feb	Feb
SCHOOL SCORES					
Intermediate plus High	91	92	76	88	91
High	31	25	20	23	40
Number of students tested	55	52	46	40	45
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	1	1	0	1
Percent of students alternatively assessed	2	2	2	0	2
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Intermediate plus High	89	89	72	83	86
High	31	18	21	4	23
Number of students tested	35	28	29	23	22
2. African American Students					
Intermediate plus High					
High					
Number of students tested					
3. Hispanic or Latino Students					
Intermediate plus High	93	93	67	82	91
High	27	14	17	0	18
Number of students tested	15	14	12	11	11
4. Special Education Students					
Intermediate plus High	75	70	27		
High	8	0	9		
Number of students tested	12	10	11		
5. English Language Learner Students					
Intermediate plus High				90	
High				0	
Number of students tested				10	
6.					
Intermediate plus High					
High					
Number of students tested					
NOTES: Sections left blank represent subgroups with fewer than ten students tested. Assessment data is for Full Academic Year (FAY) students. State Performance Level: Proficient is all students in the National Percentile Rank (NPR) of 41st or higher. Advanced (or High) is all students in the National Percentile Rank (NPR) of 90th or higher.					

11IA3

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4 Test: Iowa Tests of Basic Skills

Edition/Publication Year: 2000 Publisher: Riverside Publishing

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Feb	Feb	Feb	Feb	Feb
SCHOOL SCORES					
Intermediate plus High	91	87	74	75	87
High	31	37	22	25	22
Number of students tested	55	52	46	40	45
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	1	1	0	1
Percent of students alternatively assessed	2	2	2	0	2
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Intermediate plus High	89	82	69	65	77
High	17	25	10	4	14
Number of students tested	35	28	29	23	22
2. African American Students					
Intermediate plus High					
High					
Number of students tested					
3. Hispanic or Latino Students					
Intermediate plus High	100	79	67	64	73
High	27	14	0	0	18
Number of students tested	15	14	12	11	11
4. Special Education Students					
Intermediate plus High	67	50	27		
High	8	0	9		
Number of students tested	12	10	11		
5. English Language Learner Students					
Intermediate plus High				80	
High				10	
Number of students tested				10	
6.					
Intermediate plus High					
High					
Number of students tested					
NOTES: Sections left blank represent subgroups with fewer than ten students tested. Assessment data is for Full Academic Year (FAY) students. State Performance Level: Proficient is all students in the National Percentile Rank (NPR) of 41st or higher. Advanced (or High) is all students in the National Percentile Rank (NPR) of 90th or higher.					

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5 Test: Iowa Tests of Basic Skills

Edition/Publication Year: 2000 Publisher: Riverside Publishing

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Feb	Feb	Feb	Feb	Feb
SCHOOL SCORES					
Intermediate plus High	88	81	89	92	95
High	28	19	28	44	24
Number of students tested	57	42	47	52	42
Percent of total students tested	100	100	100	100	99
Number of students alternatively assessed	1	1	0	1	1
Percent of students alternatively assessed	2	2	0	2	2
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Intermediate plus High	85	76	85	85	94
High	18	14	19	37	22
Number of students tested	33	29	27	27	18
2. African American Students					
Intermediate plus High					
High					
Number of students tested					
3. Hispanic or Latino Students					
Intermediate plus High	82	91	85	87	92
High	12	18	23	13	17
Number of students tested	17	11	13	15	12
4. Special Education Students					
Intermediate plus High	75				
High	0				
Number of students tested	12				
5. English Language Learner Students					
Intermediate plus High					
High					
Number of students tested					
6.					
Intermediate plus High					
High					
Number of students tested					
NOTES: Sections left blank represent subgroups with fewer than ten students tested. Assessment data is for Full Academic Year (FAY) students. State Performance Level: Proficient is all students in the National Percentile Rank (NPR) of 41st or higher. Advanced (or High) is all students in the National Percentile Rank (NPR) of 90th or higher.					

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5 Test: Iowa Tests of Basic Skills

Edition/Publication Year: 2000 Publisher: Riverside Publishing

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Feb	Feb	Feb	Feb	Feb
SCHOOL SCORES					
Intermediate plus High	84	81	79	85	82
High	25	19	19	29	23
Number of students tested	57	42	47	52	43
Percent of total students tested	100	100	100	100	99
Number of students alternatively assessed	1	1	0	1	1
Percent of students alternatively assessed	2	2	0	2	2
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Intermediate plus High	79	72	67	74	84
High	18	10	11	26	16
Number of students tested	33	29	27	27	19
2. African American Students					
Intermediate plus High					
High					
Number of students tested					
3. Hispanic or Latino Students					
Intermediate plus High	88	91	69	73	92
High	6	9	8	7	17
Number of students tested	17	11	13	15	12
4. Special Education Students					
Intermediate plus High	67				
High	0				
Number of students tested	12				
5. English Language Learner Students					
Intermediate plus High					
High					
Number of students tested					
6.					
Intermediate plus High					
High					
Number of students tested					
NOTES: Sections left blank represent subgroups with fewer than ten students tested. Assessment data is for Full Academic Year (FAY) students. State Performance Level: Proficient is all students in the National Percentile Rank (NPR) of 41st or higher. Advanced (or High) is all students in the National Percentile Rank (NPR) of 90th or higher.					

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Feb	Feb	Feb	Feb	Feb
SCHOOL SCORES					
Intermediate plus High	92	86	86	86	92
High	29	23	29	34	31
Number of students tested	157	145	147	140	125
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	2	2	1	2	2
Percent of students alternatively assessed	1	1	1	1	2
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Intermediate plus High	89	81	82	79	88
High	23	19	24	23	22
Number of students tested	95	88	83	77	65
2. African American Students					
Intermediate plus High					
High					
Number of students tested					
3. Hispanic or Latino Students					
Intermediate plus High	89	87	78	76	91
High	17	13	24	13	14
Number of students tested	46	38	41	38	35
4. Special Education Students					
Intermediate plus High	75	64	27	30	
High	4	5	9	0	
Number of students tested	24	22	11	10	
5. English Language Learner Students					
Intermediate plus High				90	
High				0	
Number of students tested				10	
6.					
Intermediate plus High					
High					
Number of students tested					
NOTES: Sections left blank represent subgroups with fewer than ten students tested. Assessment data is for Full Academic Year (FAY) students. State Performance Level: Proficient is all students in the National Percentile Rank (NPR) of 41st or higher. Advanced (or High) is all students in the National Percentile Rank (NPR) of 90th or higher.					

11IA3

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Feb	Feb	Feb	Feb	Feb
SCHOOL SCORES					
Intermediate plus High	91	84	74	81	85
High	32	26	23	26	21
Number of students tested	157	145	147	140	126
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	2	2	2	2	2
Percent of students alternatively assessed	1	1	1	1	2
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Intermediate plus High	89	77	62	73	80
High	24	21	11	14	11
Number of students tested	95	88	83	77	66
2. African American Students					
Intermediate plus High					
High					
Number of students tested					
3. Hispanic or Latino Students					
Intermediate plus High	96	82	59	71	80
High	13	16	2	5	11
Number of students tested	46	38	41	38	35
4. Special Education Students					
Intermediate plus High	67	55	27	10	
High	4	9	9	0	
Number of students tested	24	22	11	10	
5. English Language Learner Students					
Intermediate plus High				45	
High				5	
Number of students tested				20	
6.					
Intermediate plus High					
High					
Number of students tested					
NOTES: Sections left blank represent subgroups with fewer than ten students tested. Assessment data is for Full Academic Year (FAY) students. State Performance Level: Proficient is all students in the National Percentile Rank (NPR) of 41st or higher. Advanced (or High) is all students in the National Percentile Rank (NPR) of 90th or higher.					

11IA3